



High School!

A Newsletter for California's Educational Leaders

Spring/Summer 2005

A Message from the Superintendent

To truly leave no child behind, we must work together on behalf of each student. The idea is simple; however, the practice of working together is complex. It is particularly complex in the high school environment. There, school communities tend to be larger and more diverse than those in elementary schools; and curriculum and teachers are departmentalized by subject area, making it more difficult to meet the needs of the whole student.

The No Child Left Behind (NCLB) Act of 2001 underscores the necessity of highly qualified teachers working collaboratively to increase student achievement. In my [High Performing High Schools Initiative](#), I emphasize the importance of fostering the development of world-class teachers and site administrators. That is why my Initiative stresses the need to continue recruiting, training, retaining, and providing ongoing professional development opportunities for teachers and principals to learn and work together.

I believe that nothing will raise the achievement of children higher, faster, and more evenly than the rising tide of qualified teachers purposefully working together toward a focused goal. This issue of *High School!* focuses on teacher collaboration, common planning time, and the benefits of working in partnership. Beyond the research and discussion about what makes for good teacher collaboration, this newsletter highlights two high schools that describe their collaborative practices. I am, as always, deeply appreciative of California's professional educators who share with us workable solutions from which we can all learn.

A special thanks this time around goes to the principal and staff of Rio Linda High School and Tulare Union High School for their contributions – not only to *High School!* but to our students.

JACK O'CONNELL

Theme Teacher Collaboration

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Teacher Collaboration

As schools begin to address the challenges of meeting the Adequate Yearly Progress (AYP) requirements of the No Child Left Behind Act of 2001, they will need to maximize the professional development opportunities they provide for their teachers. Guskey (2003) points out that the ultimate goal of professional development for teachers is to improve student learning. The fact that the quality of classroom instruction has a strong impact on student learning is rarely disputed (Stigler & Hiebert, 1999). Careful planning will be required to ensure that teachers receive the proper training that provides them with the knowledge and skills necessary to provide quality classroom instruction. Many schools have found that by providing teachers with a structured collaboration time, they can increase the instructional capacity of their teachers. This increase in instructional capacity leads to an increase in student learning.

“Schools need to provide adequate professional development with collaborative planning time embedded within the school day to assist in the development of the whole child.”

~ From the Association For Supervision and Curriculum Development’s 2004 Adopted Positions

The use of the term *teacher collaboration* can be confusing. “Collaboration is the process of developing interdependent relationships where all are focused on a common purpose and set of goals and where people must rely on each other to achieve these goals. It is the synergy created when a group’s effectiveness exceeds what individuals can accomplish on their own” (Conzemius & O’Neill, 2001). When teachers work together to share, improve, and develop teaching strategies that promote increased student learning, they are collaborating.

For professional development to be effective, it needs to be ongoing and embedded into the teacher’s workday (National Staff Development Council, n.d.). To accomplish this goal, some schools have provided their teachers with a common planning time to facilitate teacher collaboration. Common planning time is a scheduled, structured, collaborative time for teachers to work and learn together. It is scheduled during the teachers’ workday and it allows them time to develop and refine instructional strategies to improve classroom instruction.

The Alliance for Excellent Education’s 2004 report, *Tapping the Potential: Retaining and Developing High-Quality New Teachers*, stresses the importance and benefits of providing common planning time for teacher collaboration. Although the report addresses issues pertaining to new teachers, the principles discussed apply to all teachers. The following is an excerpt from the report:

If it takes a village to raise children, it follows that a community of teachers can more effectively instruct them than isolated individuals. Teachers who plan together stay in teaching longer, and they become a community of professionals, all of whom are responsible for student learning. As Joellen Killian at the National Staff Development Council puts it, “When opportunities for collaboration are present in a school’s culture, teachers are typically more satisfied with their work, more actively involved in the schools, and work more productively toward school goals.”

Collaboration offsets the isolation many teachers feel early in their careers, and it fosters a collegial work environment so that teaching becomes a culture of cooperation and continuous learning. The best collaboration includes teachers and leaders across all experience levels so all teachers can learn from one another.

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Benefits of Teacher Collaboration

The benefits of teacher collaboration are well documented. Many researchers have established a positive correlation between teacher collaboration and an increase in student learning. In the 2003 research summary, *What Works to Improve Student Achievement*, Susan Trimble reports the following results:

- Common planning time enables teachers to work together on interdisciplinary teams, resulting in improved student achievement scores (Mertens & Flowers, 2003).
- Teacher teams using common planning time to collaborate were found to have an increased implementation level of effective classroom practices and teaming activities (Mertens & Flowers, 2003).
- Teachers who collaborated together showed a positive association with curriculum coordination, classroom integration, and interdisciplinary practices (Flowers, et al., 2000a).
- Instructional improvements in the classroom occur best in schools that have established organizational conditions to support teacher collaboration, such as common planning time, teams that engage in positive adult-child relationships, heterogeneous groupings of students, and flexible scheduling (Flowers, et al., 2000a, 2000b; Miles & Darling-Hammond, 1998).
- Teachers who team together during a common planning time were able to learn and problem-solve together (Erb, 2001; Gallagher-Polite, 2001).
- Structures that support teacher collaboration are a part of successful schools (Darling-Hammond, 1996).

Collaborative Strategies

Just scheduling time for teacher collaboration will not improve classroom instruction or student performance. How the time is used is crucial. Quality professional development is needed for teachers to gain the skills and strategies necessary to maximize collaborative opportunities to increase student achievement. *Tapping The Potential* lists the three following collaborative strategies that teachers and schools can use to improve classroom instruction:

- **Develop lesson plans and curriculum.** Redesigning curriculum and instruction is a time-consuming, complex task. Teachers benefit when they work on curriculum collaboratively. When several teachers plan together, they gain from the perspectives, experiences, knowledge, and skills of one another.
- **Use student assessment data.** The requirements of the No Child Left Behind Act of 2001 require schools to collect a wealth of achievement data. But teachers need help interpreting the data and using the data to evaluate and improve their teaching. A 2003 study by Supovitz and Klein at the Consortium for Policy Research in Education found that innovative, successful schools used student achievement data in three ways:
 - First, teachers used data as a basis for identifying lesson objectives.
 - Second, teachers and administrators used student performance data to guide the grouping of students for focused instruction.
 - Third, teachers used data to align their lessons with established standards.

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Use collaborative teaching models. Several programs can help teachers link their teaching to student learning, such as the National Board for Professional Teaching Standards (NBPTS) study groups and the Standards in Practice (SIP) model, developed by the Education Trust in 1995.

Regardless of the collaborative strategy used, when groups of teachers effectively focus on improving classroom instruction, an increase in student achievement is the result.

Challenges

Creating a formal structured time for teacher collaboration can be a challenge. Adding additional time to the school day and/or the school year can be costly. Both time and money are scarce resources at school district offices and school sites. However, the *Aiming High Toolkit* (2002) outlines two ways that regular planning time can be structured into a school schedule without additional resources. First, allocate professional development days across the year. That is, instead of meeting for three days (24 hours, 1440 minutes), the minutes can be disbursed throughout the school year to allow teachers to meet for 80 minutes every other week. Secondly, districts can bank minutes during the week. There are many variations to this approach, all involving adding a set number of minutes to existing course length and banking those minutes for use as planning time.

Teacher Collaboration/Common Planning Time Activities

The following are examples of ways that teacher collaboration time can be utilized:

- ✦ Aligning curriculum to standards
- ✦ Analyzing and evaluating student test data
- ✦ Analyzing student work
- ✦ Collaborating with school-site counselors and resource teachers
- ✦ Developing common assessments and rubrics
- ✦ Developing curriculum
- ✦ Developing lessons aligned to state standards
- ✦ Developing thematic units
- ✦ Implementing lesson laboratory sessions
- ✦ Mapping the curriculum to the instructional calendar
- ✦ Monitoring growth of individual students on assignments and assessments
- ✦ Sharing of “best practices”
- ✦ Working with instructional coaches
- ✦ Working in instructional learning teams

Despite the challenges some districts have found ways to implement teacher collaboration time by adopting a schedule that includes a common planning time. Others have found that block scheduling allows more options for collaboration time. Some districts schedule early release or late arrival days for students; others extend the school day slightly or bank time to accumulate hours for collaboration time.

Finding teacher collaboration time during the school day often requires creative scheduling. Rio Linda High School in Sacramento County and Tulare Union High School in Tulare County have overcome those challenges. They structured common planning time into their schedule to provide teacher collaboration time. The principals of both high schools attribute their schools’ increase in student achievement scores over

the past three years to their effective use of teacher collaboration time.

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Conclusion

Research verifies that teachers who are well prepared and trained are more effective in the classroom. The California Department of Education recognizes the importance of teacher collaboration as a powerful research-based means of improving student achievement. Teacher collaboration is one of the nine Essential Program Components (EPC) required of struggling schools that consistently do not meet their Academic Performance Index (API) growth targets and AYP. The high school Academic Program Survey (APS) that contains the EPCs is located at <http://www.cde.ca.gov/ta/lp/vl/documents/hsaps1204.doc>.

The best way to increase teacher effectiveness in the classroom is through regular quality professional development. Quality professional development results in improved student learning. Providing teachers with scheduled collaboration time is one way of providing teachers with site-based, long-term, effective professional development directly related to the teachers' classroom instruction.

By Mary Donnelly-Ortega, Consultant, Middle and High School Improvement Office, California Department of Education

Aiming High Toolkit

- Teacher collaboration is an important part of a standards-based education system. (p. 15)
- There are several ways you can fit regular planning time into your schedule without additional resources. The two most common are spreading state-allocated professional development days across the year and banking minutes during the week. (p. 140)

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Teacher Collaboration Significantly Increases Rio Linda High's API Scores

Rio Linda High School
Sacramento County
Grant Joint Union High School District
6309 Dry Creek Road
Rio Linda, California
Stephen Liles, Principal
Phone: 916-928-1234, Fax: 916-928-1235

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Community: Urban

Enrollment: 1838

Student Demographics:

9% African American

2% American Indian/Alaskan Native

12% Asian

2% Filipino

19% Hispanic/Latino

4% Pacific Islander

48% White

Grade Levels: 9–12

2004 **API**: 647 (up 105 points since 2001)

2004 **AYP**: Yes *

Free/Reduced Lunch: 40%

English Learners: 19%

* School met all 2004 Adequate Yearly Progress (AYP) criteria.

Rio Linda High School (RLHS) has increased its Academic Performance Index (API) scores by 105 points in the past three years. Teacher collaboration and common planning time (CPT) are key factors in RLHS students' academic success. The staff at RLHS strongly believes in a collaborative working environment. Teachers meet during CPT and selected afternoons to share their best practices, collaborate on curriculum and assessment, and receive additional staff development.

The School Leadership Team (SLT) is the guiding force behind site staff development. It plans and implements collaborative activities for the entire year. The SLT is composed of teachers representing each subject area in the school.

Common Planning Time

Teachers meet every Wednesday morning for 90 minutes for CPT. To provide teachers with this collaboration time, the students start school 90 minutes later on Wednesdays.

Collaborative Activities

Teachers collaborate to develop lesson plans, co-rubrics in math, science, social science, English–language arts, and business. They analyze and evaluate student test data and use peer coaching to strengthen classroom instruction. They also

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collaborate on thematic units to maximize student learning. For example, teachers of academic support classes, such as English and Algebra 1, work collaboratively to help students master curriculum standards.

With the *Bridging the Digital Divide* program, RLHS teachers collaborate electronically. The online program connects RLHS students and teachers to professors and graduate students from California State University, Sacramento (CSUS). RLHS students revise and finalize their writing and research with the help of the CSUS team.

Benefits to Students

As a result of effective teacher collaboration, RLHS students have achieved higher API and *California Achievement Tests, Sixth Edition (CAT 6)* scores and a higher *California High School Exit Exam (CAHSEE)* passing rate. Teacher collaboration has facilitated additional student benefits. The number of Advanced Placement (AP) and honors courses offered has increased from three in 2001 to 11 in 2004. Students have won first place for four consecutive years in the Grant District Knowledge Bowl and received top honors in the Grant District Science Fair. At a regional level RLHS students have competed in the Academic Decathlon, Mock Trial, and Moot Court. At a state level they competed in *We the People* (constitutional law) competitions. The RLHS Mathematics, Engineering, Science Achievement (MESA) students continue to gain top honors in algebra, geometry, and physics.

Teacher collaboration has expanded the career and technical education options available to students. In March 2005 the SAFE Credit Union opened a branch on campus. Students now have the opportunity to gain hands-on business experience on campus by running the credit union, student store, and an embroidery and screen-printing enterprise. Teacher collaboration was vital in establishing the Media and Technology Career Academy.

Challenges

Finding funds to create additional teacher collaboration time is always a challenge. There is not enough time in the day to accomplish all the goals and objectives we would like for our students.

At RLHS we encourage our students to participate in programs and competitions that reflect positive values as well as academic accomplishments. RLHS is a work in progress. The school is changing and improving constantly. With the help of our staff, students, and parents, our successes exceed our failures.

By Stephen Liles, Principal, Rio Linda High School

Tulare Union High School's API Increases as a Result of Teacher Collaboration

Tulare Union High School
Tulare County
Tulare Joint Union High School District
755 E. Tulare Avenue
Tulare, California
Howard Berger, Principal
(559) 686-4761

2004 School Profile

Community: Urban

Enrollment: 1870

Student Demographics:

- 6% African American
- 1% American Indian/Alaskan Native
- 3% Asian
- 52% Hispanic/Latino
- 38% White

Grade Levels: 9–12

2004 **API**: 694 (up 80 points since 2001)

2004 **AYP**: Yes *

Free/Reduced Lunch: 40%

English Learners: 8%

* School met all 2004 Adequate Yearly Progress (AYP) criteria.

Tulare Union High School (TUHS) is definitely a school with a success story. In 2000 TUHS was a low-performing school that participated in the Immediate Intervention/Underperforming Schools Program (II/USP). With a focus on improving student achievement, the staff collaboratively aligned curriculum with state standards. As a result TUHS Academic Performance Index (API) scores increased by 80 points in the past three years. Providing teachers with a scheduled common planning time (CPT) to facilitate staff collaboration was a critical factor in accomplishing this success.

At TUHS staff members collaborate in a variety of ways, both formally and informally. They collaborate during scheduled common planning time, through faculty meetings, in districtwide committees, and through on-site professional development. Collaboration occurs during various other committee meetings (School Advisory, Educational Technology, Program Major Partnership, Vocational Advisory, English Language Learner, School Safety, etc.). The TUHS staff also uses e-mail as a collaborative tool. Many teachers collaborate on assignments, develop course "Essential Learnings",¹ and discuss benchmark exams by e-mail.

Common Planning Time

CPT is built into the master schedule at TUHS. A block schedule is utilized because it supports and strengthens collaboration among staff members. On Fridays students start school an hour later.

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¹ After an extensive examination of the STAR test, CAHSEE, and the state content standards, teachers in the core subject areas developed common course "Essential Learnings" to be taught during each six-week grading period. This resulted in a shared, focused, standards-aligned curriculum for each course adopted by all teachers.

Doing so allows the period between 8:00 a.m. and 9:00 a.m. to be used for departmentwide or schoolwide meetings. During the winter schedule (from the end of November to the beginning of February) school begins at 9:00 a.m., Monday through Friday. Many teachers use the time between 8:00 a.m. and 9:00 a.m. for additional collaboration.

To increase communication between administrators, counseling staff, and teachers, each department has an administrator and counselor assigned to work with them. The administrators and counselors attend the Friday department meetings.

Collaborative Activities

During CPT teachers meet and review data about student progress, align courses with the content standards, and develop common benchmark assessments. Teachers discuss teaching strategies, student needs, course “Essential Learnings,” the adoption of instructional materials, and the integration of reading, writing, common vocabulary terms, and technology across the curriculum.

Benefits to Students

Teacher collaboration and CPT have resulted in increased communication between teachers, administrators, counselors, the community, and the district office. It has enabled staff to develop “Essential Learnings” for each content area, produce common assessments, utilize data to evaluate student progress, plan classroom instruction based on the results of the assessments, and align curriculum with the state content standards. These activities have resulted in increased student achievement. TUHS has received the following awards, recognition, and positive assessments of student achievement since 2003:

- Received a Title I Academic Achievement Award for ensuring that all students met or exceeded state content standards (2004)
- Selected as a California Distinguished School, the state’s most prestigious honor for excellence in education (2003)
- Recognized as an AVID National Certified School (2004)
- For the third straight year, achieved the highest Growth API of any high school in Tulare and Kings counties (2004)
- Recognized by State Assemblyman Bill Maze and the California Big Spin for effective use of lottery funds to help all students achieve academic excellence (2004)
- In 2004 invited by the California Department of Education (CDE) to present the school’s academic achievement success story at several venues: the California State Superintendent’s High School Summit, “On the Right Track” symposium, and the joint CDE and county Curriculum and Instruction Steering Committee spring meeting

Challenges

Challenges related to CPT include meeting the state’s instructional minutes requirement and ensuring that all departments use the time effectively. These challenges are overcome by administrators closely monitoring the school’s instructional minutes and guiding staff on effective use of teacher collaboration time.

Teacher collaboration is an important factor in school improvement. Recognizing this, TUHS has CPT built into the schedule. The school has seen a definite improvement in communication, articulation, and student achievement as a result of increased collaboration.

By Howard Berger, Principal, Tulare Union High School

California High School Exit Examination Update

In December 2004 copies of the *California High School Exit Examination (CAHSEE)* study guides were sent to every school district in the state for distribution to grade ten students. Each student was to be given a personal copy of the guides, which did not have to be returned to the district. The guides are suitable for incorporation into classroom instruction. They are also available on the California Department of Education's (CDE) Web site at

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

In February 2005 CDE released the assistance packet titled *Reporting Individual Student Results for the 2004-05 School Year*. This document can assist schools and school districts in reporting student results to parents and guardians. The packet contains samples of student reports and a sample cover letter addressed to parents and guardians. The packet is located at

<http://www.cde.ca.gov/ta/tg/hs/documents/reportingpkt.pdf>.

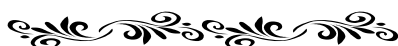
Senate Bill 964 Study

Education Code Section 60852.5 (Senate Bill 964) requires a study to examine alternatives to the CAHSEE for students with disabilities. WestEd, the contractor for this study, is working with a 15-member advisory panel appointed by the State Superintendent of Public Instruction. The advisory panel is composed of representatives from various areas of the special education community. The final report with recommendations from this study has been provided to the members of the advisory panel, the Legislature, the Legislative Analyst's Office, the Department of Finance, and the Department of Education.

Additional information about CAHSEE is available on the CDE Web site at

<http://www.cde.ca.gov/ta/tg/hs/>. Questions about CAHSEE can be directed to CDE's CAHSEE Office at (916) 445-9449.

By Jessica Valdez, Consultant, High School Exit Exam Office, California Department of Education



Teachers Collaborate on National Board Certification Process

Teacher collaboration is often the key to success during the process to earn advanced certification from the National Board for Professional Teaching Standards (NBPTS). The National Board Certification process requires the development of a portfolio that reflects the teacher's practice and the demonstration of subject-matter competence through the completion of written exercises scheduled at assessment centers. Candidates who belong to a learning community of teachers that are also seeking national certification have a higher success rate.

National certification is a significant step in the career of an experienced teacher. Teachers who complete the process consistently rate it as the best professional development experience of their careers. The NBPTS offers national certification in multiple certificate areas based on the age range of the students and the subject matter being taught. A list of the 3,081 National Board Certified Teachers in California is available at <http://www.nbpts.org/nbct/directory.cfm>. Research continues to show that National Board Certification improves teacher effectiveness and therefore student achievement. To read about three recent studies, visit online at

<http://www.nbpts.org/research/index.cfm>.

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In California National Board Certified Teachers may apply for a \$20,000 incentive award to teach in high priority schools as well as use their national certification as evidence of their highly qualified status for No Child Left Behind (NCLB) Act of 2001 requirements. Funding authorized by NCLB, Title II, Part A, is a source that districts may use to provide support for teachers seeking national certification.

Details about the incentive award, candidate fee subsidies, district support, university-based support, and various California support groups are available at <http://www.cde.ca.gov/pd/ps/te/nbpts.asp>.

By Kay Garcia, Consultant, Mathematics and Science Leadership Unit, California Department of Education



Your Partner in the Library

Teachers, are you looking for a collaborative teaching partner? Someone who cares as much about your students and their needs as you do? Someone who is willing and able to teach with you? Someone who knows how to find the extra resources you need? This special someone could be your school library media teacher.

Collaboration with the library media teacher makes sense at several levels. It leads to the availability of library resources that are selected specifically for classroom assignments. It also helps the teacher design assignments that use existing available library resources. For example, library media teachers can assist teachers in planning projects and activities that are relevant to the class curriculum and that require students to use research skills, creating a perfect classroom-library collaborative opportunity. Since a California library media teacher is both a credentialed teacher and a library professional, another teacher is added to the collaborative mix. Such a partnership can reduce class size at selected times and create additional learning opportunities for students.

How School Librarians Help Kids Achieve Standards: The Second Colorado Study (2000) shows the impact of collaboration on student achievement. Test scores rose in both elementary and middle schools as library media teachers and classroom teachers worked together. Even though this is a middle school study, one would expect that collaboration with high school librarians would have the same impact. The study showed that test scores increased as library media teachers spent more time:

- Planning cooperatively with teachers
- Identifying materials for teachers
- Teaching information literacy skills to students
- Providing in-service training to teachers
- Managing a computer network through which the library media program reaches students in classrooms, labs, and other instructional sites.

In 1994, 15 teams of middle school library media teachers, classroom teachers, and administrators from around the country met for five days for collaborative training. They planned student-centered learning activities that allowed teachers and library media teachers to work together. In a follow-up study, Grover (1996) found that in addition to learning the how to's of collaboration, the teams

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reported the following benefits:

- Students were more involved in learning, and their work was more creative.
- Collaboration ignited creativity among teachers, and the creative fire spread to learners.
- Modeling collaboration resulted in more collaboration among faculty in the school.
- Modeling collaboration influenced students, teachers, and parents who learn to share ideas.
- Teachers, principals, and librarians communicated more frequently.
- When students worked in teams, the role of the teacher changed to that of resource person and learning facilitator.
- Students learned to interact with people outside of the school.
- The library media program was integral to the collaborative teaching model.
- Administrators benefited professionally from their participation in teaching teams.

The American Association of School Librarians firmly believes that student achievement is the bottom line (*Information Power: Building Partnerships for Learning*, 1998). It is vital that classroom and library media teachers work collaboratively to increase learning opportunities for students.

More information on dynamic school library programs is available at <http://www.cde.ca.gov/ci/cr/lb>.

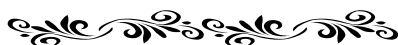
By Barbara Jeffus, Consultant, Curriculum Frameworks Unit, California Department of Education, (916) 319-0445, bjeffus@cde.ca.gov.

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Working Toward a Common Goal

It is not unusual to see students from the Catherine L. Zane Middle School and Winship Middle School working alongside students from Eureka High School. The middle school students receive technology assistance from the high school students in the Environmental and Spatial Technology (EAST) Program. The Eureka City Schools (ECS) established this flourishing collaborative effort three years ago when an EAST program was started at the high school.

The EAST lab is a student-driven, high-tech learning environment that connects the classroom with the community through a variety of service-learning projects. The program supports student academic content acquisition while encouraging communication, collaboration, and cooperation among students through technology-infused, student-driven service-learning projects. EAST was recently selected

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by the U.S. Department of Education to be included in the National Technology Plan as an example of a successful, innovative initiative.

As a result of an Enhancing Education Through Technology (EETT) grant, EAST was expanded to the two middle schools in the district. The district now has one EAST program that serves three schools and students in grades six through twelve. The district has designed a cascading collaborative leadership model in which EAST teachers and students from Eureka High provide support and additional training to the middle schools. Doing so has allowed EAST teachers time to collaborate with each other. They found that collaborative, across-grade-level professional development promotes the rich exchange of ideas and encompasses collegial support and training.

In the EAST classroom students mentor one another and develop accountability and a true appreciation for diversity. The EAST program promotes the creation of a learning environment in which students with all degrees of skills, experience, and aptitudes work together. Middle school and high school students have the opportunity to collaborate on projects.

A past project undertaken by the high school students included working with the local fire department to analyze and plot response times to fires. This information was used to help the fire department decide where to build a new firehouse in the community. Students addressed mathematical standards as they set up the formulas to plot global positioning systems coordinates on local maps, and they met English–language arts standards as they wrote and presented their findings.

The collaboration model at ECS has not only changed the way professional development is delivered within the district but has also allowed the benefits of the EAST program to extend beyond the walls of the individual classrooms. Students from the three schools enthusiastically incorporate their academic content knowledge, technology, and twenty-first century skills to solve real-world problems. Teachers form collegial partnerships across grade levels to implement this unique learning environment and to enrich their own expertise as they work toward the common goal of student achievement.

For more information about the EAST program at ECS, contact Michelle Hutchins, Eureka City Schools, at (707) 476-1790.

By Joyce Hinkson, Consultant, Education Technology Office, California Department of Education

Counselors' Corner

Online Assessment Tool: A Collaborative Link

The online personality assessment tool titled *Do What You Are* assists students, teachers, and counselors in planning for a student's future. Determining the best educational and career path is a complex and sometimes frightening undertaking for high school students. A decision of this magnitude requires research, assessment, evaluation, feedback, objectivity, and, occasionally, a stroke of luck. In the past people found their niche in life through a process of trial and error. Many people spend an inordinate amount of time recognizing what they do not want to do instead of matching their interests and abilities to career choices. Americans spend more time and research in buying an automobile or major appliance than they do in determining their educational focus or careers. Therefore, it is not surprising that many people employed in the United States are dissatisfied with their jobs or experience difficulties with their employers.

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The competition to enter college or the workplace is increasing. To make appropriate college and career choices, students must gain a better understanding of themselves. Thus, it is critical to provide accurate, beneficial, and timely information to young adults before they embark on one of the most important chapters of their lives.

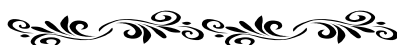
At Franklin High School in the Elk Grove Unified School District, a career counselor and tenth grade advocacy teachers have collaborated to assist students in identifying their career interests and educational goals. Advocacy classes are held one day a week for 45 minutes.

The career counselor trained the tenth grade advocacy teachers on the different aspects of the online personality assessment tool *Do What You Are*. This tool is based upon the Myers-Briggs personality type inventory. With the help of the advocacy teachers, students complete the Web-based inventory. Upon completion, students receive an individual assessment that contains (1) a personality profile; (2) a career interest survey; and (3) a confidential report that lists potential careers.

The career counselor led the students in an occupational exploration. As a result of this collaborative effort, students are using this assessment tool to make future career decisions. Teachers, counselors, and students have also developed a more meaningful relationship that is promoting student learning.

More information on the *Do What You Are* assessment tool is available at <http://www.dowhatyouare.com>.

By George Montgomery, Consultant, Counseling and Student Support Office, California Department of Education



Research on School Counseling Effectiveness

The California Association of School Counselors has compiled a list of 50 research articles showing the effectiveness of school counseling. The articles are grouped under 32 topics that range from the positive effect school counseling has on decreasing classroom disturbances to the significant impact it has on shaping student's future career plans. This list is available at http://www.schoolcounselor-ca.org/documents/research/CounselingResearch_3.pdf. (PDF; Outside Source)

New SAT®

The new Scholastic Assessment Test (SAT) was administered for the first time on March 12, 2005. Changes to the test include the addition of third-year college preparatory math, more critical reading, and a new writing section. The writing section includes a 25-minute handwritten essay and a 35-minute multiple-choice section. Additional information is available at <http://www.collegeboard.com/newsat/index.html>.

California Association of School Counselors

The California Association of School Counselors (CASC) is an organization dedicated to serving all California school counselors. It offers the latest training to ensure that school counselors are prepared with the knowledge they need to work with all students. The CASC Web site contains links related to professional development, conferences, curriculum and best practices, legislative updates, resources, and publications. Visit the CASC Web site at <http://www.schoolcounselor-ca.org>.



Early Assessment Program. The Early Assessment Program (EAP) is a collaborative effort involving the California Department of Education (CDE), the California State University (CSU), and the State Board of Education (SBE). It is designed to bridge the gap between high school standards and college expectations in order to decrease the number of incoming college students who require remediation in English or mathematics or both. The program consists of three critical components: (1) eleventh grade assessment; (2) senior-year academic preparation activities; and (3) professional development for English–language arts and mathematics teachers. For more information, visit <http://www.cde.ca.gov/ci/gs/ps/eapindex.asp>.

Language Change in High School Graduation Requirement — Mathematics. The passage of Assembly Bill 2525 in September 2004 changed the language of California *Education Code* Section 51224.5(c). The change in the law makes it clear that students who complete the algebra requirement prior to high school must still pass at least two courses in mathematics during high school. Although the specifics about the two courses are determined at the local level, the purpose of the requirement is to enhance students' ongoing development of mathematics proficiency while in high school. To read the exact language of the law, please visit <http://www.leginfo.ca.gov/> and search for *Education Code* Section 51224.

California Career Technical Education (CTE) Standards and Framework Initiative. *Education Code* Section 51226 requires that CTE standards for grades seven through twelve be adopted by the State Board of Education (SBE) by June 1, 2005. *Education Code* Section 51226.1 requires that the CTE framework be adopted by the SBE by June 1, 2006. The CTE standards have been developed and are ready to be reviewed by the SBE and are available for viewing on the California Department of Education's Web site at <http://www.cde.ca.gov/ci/ct/sf/>.

Both the CTE standards and framework are being developed in consultation with an advisory group appointed by the State Superintendent of Public Instruction, as specified in the legislation. The CTE standards and framework will bolster California's standards-based education system by incorporating cutting-edge knowledge about career options, technology, and skills required for success in adult life. Additional information regarding the CTE standards and framework can be found on the Sonoma State University's Web site, California Institute on Human Services, CTE Standards and Framework, at <http://www.sonoma.edu/cihs/cte/>.

Williams Case. Latest information on the landmark Superior Court case to provide all California students equal access, instructional materials, safe schools and quality teachers can be found at <http://www.cde.ca.gov/eo/ce/wc/>.

SchoolsMovingUP. WestEd's Web site, SchoolsMovingUp, provides high-quality resources, proven services, and powerful tools focused on school improvement. Resources include profiles of schools from across the country that have improved student achievement; easily implemented or replicated school and school district tips to assist in school improvement efforts; frequent online events featuring educational experts; and articles, books, and abstracts offering practical ideas and models for school improvement. SchoolsMovingUp also offers practical information about the sweeping reform of the No Child Left Behind Act of 2001: <http://www.schoolsmovingup.net/cs/wested/print/htdocs/home.htm>.

(Continued on page 16)

The TECH/ Equity Project. The TECH/Equity Project is a federally funded educational training program for middle and high school math, science, and technology teachers. The project is designed to enhance a teacher's knowledge of effective methods of attracting and retaining female students in math, science, and technology classes. Starting May 1, 2005, teachers may choose from six self-paced online courses or may attend a two-day workshop. Continuing education credits and stipends are available to those who complete the course. (Note: Stipends are offered only to participants who attend the workshop.) For more information go online to <http://www.techequity.org/> or contact Sacha Pampalone, (805) 482-4523, sacha.pampalone@csuci.edu.

CDE Conference Calendar. Identifies statewide and national education conferences and workshops of interest to educators, parents, and students: <http://www.cde.ca.gov/re/ca/cc/>.

Funding: California Department of Education (CDE) Administered. Search CDE funding by fiscal year, type, status, topic, keyword(s), or any combination. Use [Advanced Search](#) for more choices: <http://www.cde.ca.gov/fg/fo/sf/>.

Funding: Outside CDE. State, federal, and other funding opportunities administered by agencies outside the CDE: <http://www.cde.ca.gov/fg/fo/of/ap/>.

Virtual Library. Collection of resources that may be helpful for districts that have high-priority schools: <http://www.cde.ca.gov/ta/lp/vl/>.

Join the High School E-mail List

Join the CDE High School listserv at <http://www.cde.ca.gov/ci/gs/hs/hsmail.asp> to receive notices about high school related information and upcoming *High School!* Newsletter issues.

To view current and past *High School!* Newsletter issues visit:
<http://www.cde.ca.gov/re/pn/nl/hischlnwsltr.asp>.

Please send your comments, contributions, or suggestions to HiNet@cde.ca.gov. Your ideas and suggestions are welcome.

High School! Newsletter

Middle and High School Improvement Office
California Department of Education
1430 N Street, Suite 4401
Sacramento, CA 95814
Phone: (916) 322-1892
Fax: (916) 322-3390

Rozlynn Worrall, Manager
Mary Donnelly-Ortega, Editor